

## **The Influence of Organizational Commitment, Achievement Motivation, Financial Compensation and Job Satisfaction on Employee's Performance (Survey on Kindergarten Teachers in Bandung City, Indonesia)**

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### **ARTICLE INFO**

#### **Article History:**

Received: **08 Dec 2016**;

Received in revised form:

**14 Dec 2016**;

Accepted: **14 Dec 2016**;

Published online: **14 Dec 2016**.

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#### **Key words:**

Commitment,  
Motivation,  
Compensation,  
Satisfaction,  
Performance.

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### **ABSTRACT**

The aim of this study is to investigate the influence of Organizational Commitment, Achievement Motivation, Financial Compensation and Job Satisfaction on Employee Performance: Study on Kindergarten Teachers in Bandung City, West Java Province, Indonesia. Based on the conceptual framework, the research hypotheses are: 1) Organizational Commitment affects the Job Satisfaction; 2) Financial Compensation affects the Job Satisfaction; 3) Organizational Commitment affects the Employee Performance; 4) Financial Compensation Affects Employee Performance; 5) Job Satisfaction affects the Employee Performance; 6) Achievement Motivation affects the Job Satisfaction; and 7) Achievement Motivation affects the Employee Performance. Research methodology used is a combination of verificative research and descriptive research, which needs to be followed up by doing survey. Research sample was 200 Kindergarten teachers in Bandung City. The method of analysis used descriptive statistics on the proportions as well as and Structural Equational Modeling method for hypotheses testing. The research result stated that: 1) all variables in this study were stated positively by the respondents. However, there were some indicators that are assessed negatively; 2) The conclusion stated that the test results proved the hypothesis based on empirical data. There were only two hypothesis test results were not proven, that the Achievement Motivation has no effects on the Employee Performance and on the Job Satisfaction. Research results come with a discussion of the strategic solution from the results of descriptive statistical analysis.

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### **INTRODUCTION**

Across the world, including in Indonesia, the service industry is growing rapidly, including in the educational services industry. The progress of a nation depends on the

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**How to cite this article:** Smith, S., & Khanka, S. S. (2016). "The Influence of Organizational Commitment, Achievement Motivation, Financial Compensation and Job Satisfaction on Employee's Performance (Survey on Kindergarten Teachers in Bandung City, Indonesia)". *International Journal of Advanced Scientific Research & Development (IJASRD)*, 03 (04/III), pp. 187 – 201.

quality of the education community, therefore the education system, starting from the most basic school up to the highest level school must have high quality standard and goes well in accordance with the purpose of education itself.

One of the main components of the education system is the teachers. They are required to be able to educate and to transfer knowledge to the students well in accordance with the duties, powers and rights. Nevertheless, as individuals, teachers have the attitudes and behaviors in the work in response to the educational system itself. Disappointment over the limited infrastructure, low wages, the supervisor's leadership style was disappointing is an example of the complaints of teachers that need to be considered and solved. One of basic school in this study in Kindergarten.

This research was conducted on kindergarten in the city of Bandung, West Java Province on teachers who already have a teacher's certificate. The reason, based on the evaluation by the government noted that the performance of teachers in general have not reached the target. To understand more, has done initial research through interviews with several principals and teachers. From the initial research results are known problems: there are the cause of teacher performance has not reached the target: lack of commitment, achievement motivation, financial compensation, and job satisfaction.

### **1.1 Problem Statement**

The study aims to identify the impact of Organizational Commitment, Achievement Motivation, Financial Compensation and Job Satisfaction on Employee's Performance : Survey on Kindergarten Teachers in Bandung City, West Java Province, Indonesia.

The following are the objectives of the study:

1. Determine the influence of Organizational Commitment on Kindergarten Teachers Performance.
2. Determine the influence of Achievement Motivation on Kindergarten Teachers Performance.
3. Determine the influence of Financial Compensation on Kindergarten Teachers Performance.
4. Determine the influence of Job Satisfaction on Kindergarten Teachers Performance.
5. Determine the influence of Organizational Commitment on Job Satisfaction.
6. Determine the influence of Achievement Motivation on Job Satisfaction.
7. Determine the influence of Financial Compensation on Job Satisfaction.

### **1.2 Literature Review**

#### **(a) Organizational Commitment**

Organizational commitment is one of the behavior within the organization much-discussed and studied, both as dependent variables, independent variables, and mediator variable. According to Gibson et al. (2008), Organizational Commitment is the sense of engagement and loyalty expressed by the employees of the organization. Riggio et al. (2001)

stated that employee commitment is all the feelings and attitudes of employees towards everything related to the organization and on their work. Davis and Newstrom (2006) stated that employee commitment is the nature of a relationship with an organization that allows someone who has a high commitment to the organization showed a strong desire to stay in the organization; willingness to strive in the best interest of the organization; and a strong belief to the values and goals of the organization. Luthans (2008) states that employee commitment has positive influence on the company, such as high employee performance, low turnover rates and absenteeism are low. Employee commitment is also associated with other desired outcomes, such as positive perceptions of employees on organizational climate, eg working atmosphere is warm and supportive, and the employees are willing to become a member of the team is good and ready to help. Robbins and Judge (2011) stated that the employees' commitment to the organization is one of the work attitude, which reflects how people's feelings toward the place he works. Kreitner and Kinicki (2003) asserted that the employees' commitment to the organization reflects how an individual identifies himself with the organization and bound by its objectives. Hampton, et al. (2008) stated that the employees' commitment to the organization is a collection of feelings and beliefs of people who feel the organization as a whole. Employee commitment by Mowday, Porter and Steers (1979) is trust in the value of the organization, a willingness to strive for the sake of the organization, and loyal to the organization.

Based on those opinions, the commitment of the organization in this study is a strong willingness to try to maintain the name of the organization, confidence and acceptance of the values and goals of the organization by a teacher.

Organizational commitment variable divided over its dimensions. According Modway, Porter and Steers (1979), the dimensions of Organizational Commitment consists of: 1) Efforts to maintain membership in the organization; 2) Confidence and acceptance of the values and goals of the organization; 3) Willingness to work in earnest on the organization. According to Cook and Wall (1980) dimensions of Organizational Commitment consists of: 1) Confidence employees on the goals and values of the organization; 2) The willingness of employees to work on a given task; 3) A strong desire of employees to pay attention to the progress of the organization. Minner (2002) suggests four dimensions of Organizational Commitment, namely: 1) the employee's personal character; 2) Characteristics of the work; 3) Characteristics of the organizational structure and the structure of employment, and 4) Work experience. Meyer and Allen (1990), stating that the dimensions of Organizational Commitment consists of: 1) Affective Commitment, with regard to their willingness to be bound by the organization. 2) continuance commitment, a commitment based on rational needs. 3) Normative Commitment, commitment consists of individual experiences before coming into the organization and socialization experiences while in the organization.

Has adapted to this study, the dimensions of commitment organizational used is based on the combination of the opinion Modway, Porter and Steers (1979), Cook and Wall (1980), and Meyer and Allen (1990), namely: 1) The efforts of teachers remain in within the organization; 2) Availability of teachers to work more; 3) Compliance with the teachers' personal character goals and values of the school; and 4) Attention teachers on the progress of the school.

### **(b) Achievement Motivation**

Work motivation by Gibson et al. (2008) is a concept of the forces within the employees that drive behavior. The process of one's motivation is different from the others. According to Dale (2009), motivation is the driving force for a person to contribute largely to the success of the organization may achieve its objectives. Robbins and Judge (2011) stated that employee motivation is the willingness of employees strive to achieve organizational goals.

The theory of achievement motivation has been declared by Becker (1996) as a desire to overcome obstacles, to test the strength, doing something difficult with good and fast. McClelland (1978) has stated that the achievement motivation is a product of two conflicting requirements, namely the need to achieve success and the need to avoid failure. Both of these forces reinforce each other, which can result in achievement motivation in each individual. External factors that affect achievement motivation according to McClelland (1978), namely: 1) The desire to gain recognition from an expert in the field, 2) the need to get the award, 3) The need to succeed for their own business, 4) the need to respected friends, 5) the need to compete, and 6) the need to work hard and excel.

Based on the description, the achievement motivation in this study is the willingness of teachers to issue a high effort to achieve organizational goals as the desire or propensity to overcome barriers, test the strength, doing something difficult with the best and as quickly as possible. Achievement motivation is divided over its dimensions. According to McClelland (1978), the dimensions of achievement motivation are: 1) Employees persistent in working; 2) Employees realistic in assessing their own capabilities and limitations; 3) Employees prioritize action when compared with individuals who have a background other motivations. Ward et al. (2008) stated that its dimensions are: 1) The potential energy for work, 2) Thought and action for achievement, 3) Commitment consistent with the achievement. 4) Potential great management, 5) Proactive for career enhancement. Cassidy and Lynn (2001) stated that dimensions of achievement motivation, namely: 1) Work Ethic, 2) Status of Aspiration, 3) Acquisitiveness, 4) Dominance, 5) Excellence, 6) mastery, and 7) Competitiveness. According to Sprinthall and Collins (1995), the main dimensions of high achievement motivation are: 1) Do something with the best, 2) Doing something completely. 3) Having a job skills high, 4) Eager became known for mastering a particular field, 5) Doing work hard with satisfactory results, 6) Doing something that is very meaningful, and 7) Doing something better than people another, and humorous. According to Musaheri (2013) the dimensions of achievement motivation, namely: 1) a moderate risk taker, 2) Require immediate feedback, 3) Taking into account the success.

Adjusted to this study, the dimensions of achievement motivation of teachers are as follows: 1) Persistence of teachers completed the task, 2) Improve the ability to work, 3) Risk takers are moderate, 4) Taking into account the opportunity to make decisions, and 5) Finding feeds behind, which is useful for reducing weaknesses and magnify the strength.

### **(c) Financial Compensation**

A teacher has a good competence is essential in order to take an active part in improving the quality of education, but it must be balanced by compensation both financial

and nonfinancial compensation. Compensation stated by Mondy and Noe (2006) is an award given to employees as remuneration for the contribution they make to the organization. According to Gregory (2010), compensation is divided into two parts, namely: 1) financial compensation consisted of financial compensation directly and indirectly, and 2) non-financial compensation consists of a job and work environment. Mathis and Jackson (2013) stated that the purpose of compensation is in order to get and keep qualified employees, justice, efforts to change the attitudes and behavior for the better, cost efficiency, as well as the legalization of organizational administration. Effective compensation system will have a positive impact on many things. Pare, and Patrice Tremblay (2000) stated that good compensation will have a positive impact on employee commitment, as employee behavior and decrease the number of employees who resigned. Based on research result by Owen and Wright (2001).

Based on this description, financial compensation in this research is financial compensation directly or indirectly useful to get quality teachers and maintain, providing a sense of justice to the teacher, giving the effort to change attitudes and behaviors towards better.

Financial compensation variable divided over its dimensions. According to Heneman and Schwab (1985), dimensions of financial compensation consists of: 1) Pay level, or the level of payment, 2) Pay system, the salary should be accepted according to the workload and seniority, 3) Benefits, other income outside the salary such as bonuses and allowances. According Marylène and Jacquest (2011), the dimensions of the financial compensation consists of: 1) The amount of wages received in the form of monetary units on a regular basis, 2) Fairness of distribution, and 3) procedural justice. The main dimensions that need to be considered in the concept financial compensation by Davis and Newstrom (2006) and Robbins and Judge (2008) are: 1) The fulfillment of basic needs, 2) Consider the external fairness, 3) Consider the internal fairness, 4) The compensation value adjusted to individual needs, and 5) Consider the performance of employees.

Determination of the dimensions of financial compensation were used in this study are based on the opinions from Davis and Newstrom (2006), Heneman and Schwab (1985), Marylène and Jacquest (2011) and based on the guidelines of Teacher Certification, namely: 1) Financial compensation, 2) Teacher Professional allowance; 3) Consider a sense of fairness, and 4) The performance of teachers.

#### **(d) Job Satisfaction**

Colquitt, Lepine and Wesson (2012) stated that if a person crave for something, then he is motivated to take action towards the achievement of these expectations. If these expectations are met, it will be felt satisfaction. Robbins and Judge (2011) defined job satisfaction as a general attitude towards the work of an individual, is also a reflection of employee and customer relations. Wexley and Yukl (2010) found that job satisfaction as one's feelings toward his work. Dessler (2012) stated that job satisfaction does not necessarily affect the work performance, although often the fact that there is a positive relationship between a high job satisfaction and a high performance. Luthan and Farlin (2008) divided job satisfaction into two, namely: 1) Satisfaction functional, the satisfaction derived from the achievement or completion of the tasks that are the responsibility of

employees, and 2) Satisfaction psychological is satisfaction derived from different sides, in addition to the fulfillment of duties and obligations.

Job satisfaction variable divided into dimensions. According to Mondy and Noe (2006) the dimensions are: a) The employee opportunities to advance within the company and career; b) Physical and mental security in their daily work; c) Salaries and other wages earned; d) Performance management, e) Monitoring carried out by superiors and management; f) Factors intrinsic to the job; g) Working conditions, both the environment and infrastructure; h) The social aspect in the job; i) Communications. According to Hampton, Summer and Webber (2008), the dimensions of job satisfaction are: 1) Individual Dimension, 2) Social dimension, and 3) The dimensions of the work itself. According to Gregory (2010), the dimensions of employee job satisfaction are: 1) Opportunities to advance, 2) Job security, 3) Salaries and other allowances, 4) Organization and Management, 5) Supervision employer to employees, 6) The dimensions of intrinsic work, 7) Working conditions, ie working environment, facilities and infrastructure, 8) The social aspect of the work, 9) Communications, and 10) Facility related to jobs directly. According to Colquitt, Le Pine and Wesson (2011), dimensions of job satisfaction are: 1) Work itself, 2) Supervision, 3) Rewards, 4) Promotion of work, and 5) Co-workers. According to Wexley and Yukl (2010), job satisfaction is determined based Job Diagnostic Survey consists of five core dimensions, namely: 1) Variety of work, 2) Identity Works, 3) Interest Works, 4) Autonomy and 5) Feedback.

Based on those opinions, as well as adapted to this study, the dimensions of job satisfaction of teachers are : 1) Social, 2) Works, 3) Co-workers, and 4) Developing opportunities.

### **(e) Employee Performance**

According Cushway (2009) the employee's performance is the work of someone after work compared to predetermined targets. According to Mathis (2013) the employee's performance is what is done and not done the employee for a certain period. Armstrong and Baron (2005) stated that employee performance is the result of work that has a strong relationship with the organization's strategic and objectives, customer satisfaction and economic contribution. According to Whitmore (2014), employee performance is the performance of the functions required of a person and can be measured on results. According to Minner (2002), the object of the performance appraisal evolved from an individual approach to move toward the work, and finally centered on results.

Based on these statements, it was concluded that the performance of teachers is the professional level of teachers in implementing the learning process, which is realized through: 1) pedagogic competence, 2) professional competencies, and 3) teaching basic skills.

Employee performance variable divided into dimensions. Mondy and Noe (2006) stated that there are six dimensions of performance of employees, namely: 1) Quantity of work, 2) Quality of work, 3) Job knowledge, 4) Creativeness, 5) Cooperation, and 6) Initiative. Bernardin and Russel (2013) stated the dimensions of employee performance consists of: 1) Quality of work, 2) Quantity 3) Time, 4) Cost Effectiveness, 5) Supervision, and 6) Interpersonal Effect. According to Blumberg and Pringle (2009), employee

performance can be measured through dimensions: 1) Capacity, 2) Willingness, and 3) Opportunities. Nahadi et al. (2014) described the dimensions of teacher competence as, namely: 1) Pedagogic competence, and 2) Professional competence.

Adjusted to this study, the dimensions of teacher performance is based on Mondy and Noe (2006), Bernardin and Russel (2013), and Nahadi et al. (2014), namely: 1) the presence, 2) Competence Pedagogy, 3) Professional competence, 4) Conservation and 5) The results of the work.

## FRAMEWORK OF THINKING AND HYPOTESIS

Here are some of the results of previous research on the influence among variables contained in the model of the proposed research.

**(a) Impact of Job Satisfaction on Performance:** Job satisfaction can be determined through a comparison between the expectations of employees with the realities received. If expectations are met, then the employees will feel satisfied with the work. Received with satisfaction, employees will be motivated to work better so that its performance is increased.

This statement is in accordance with the results of previous studies. Research results by Shore and Martin (1989) argues that job satisfaction and organizational commitment is significant positive effect on employee performance and employee turnover. Similarly, some of the results research by Prasetya and Masanori Kato (2011), Peterson and Luthans (2006), Khan et. al. (2010), Argyle (1989), Condly and Richard (2002). Thus the research hypothesis can be stated as follows.

**H<sub>1</sub>** = Job satisfaction impact on performance

**(b) Impact of Organizational Commitment on Performance:** The commitment is expected of employees in work organization, because of higher employee commitment will generate more positive impact in improving work motivation, job skills, and cooperation among employees. Thus, in the end it will improve employee performance.

This statement is in accordance with some previous research, including research results by Qaisar, Rehman and Suffyan (2012); Khan, Ziauddin, Jam and Ramay (2010). Thus the research hypothesis can be stated as follows.

**H<sub>2</sub>** = Organizational Commitment impact on performance

**(c) Impact of Achievement Motivation on Performance:** Employee performance is highly dependent on the motivation of employees to excel, not just motivation to complete the work is mediocre. When you have a high motivation to excel, it is expected that the performance of a high performance. Similarly, for the Master, that they need to have the motivation to excel as a good teacher.

This statement is in accordance with some of the results of previous studies, including stated from Jonathan, Oughton, and Bennion (2005), Joanna and Wu (2005), Nadia and Rafif (2010), Anthony (2012), Trivellas, Kakkos and Reklitis (2012), Siva and Bui (2001). Thus the research hypothesis can be stated as follows.

**H<sub>3</sub>** = Achievement Motivation impact on performance.

**(d) Impact of Financial Compensation on Performance:** High motivation in completing the employee's duties will be helpful in the completion of the work. If the task can be resolved, then the rights of employees to be met, either financial rights such as wage and non-financial rights. With the fulfillment of the financial compensation, it will have an impact on the performance of the employee, in this case the teachers.

This statement is in accordance with some previous research, such as : Chin-Ju Tsai (2010) which prove that the incentives and rewards affect the performance. Similarly, the results of research by Prasetya and Masanori Kato (2011), Sri and Setiawan (2006), and Choudhury (2010). Thus the research hypothesis can be stated as follows.

**H<sub>4</sub>** = Financial Compensation impact on performance

**(e) Influence of Organizational Commitment on Job Satisfaction:** Employee commitment on the duties and responsibilities provided by management is a positive thing that the work can be done well. With the fulfillment of the duties and obligations that will increase job satisfaction.

This statement is in accordance with some previous research, including research by Paul (1987). The research results proved that the commitment of employees affect the job satisfaction of employees. Similarly, the research results of Mowday, Porter, and Steers (1979), Angle and Perry (2003), and Steers (1977) which stated that the commitment of the employees related to the intention to stay in an organization. Thus the research hypothesis can be stated as follows.

**H<sub>5</sub>** = Organizational Commitment effect on Job Satisfaction

**(f) Influence Achievement Motivation on Job Satisfaction:** Achievement motivation employees will be raised or lowered expectations for employees, depending on the level of motivation to excel. If the level of achievement motivation of employee in high position, then the employee's performance tends to be high. The work will result in higher job satisfaction is also high.

This statement is in accordance with some of the results of previous studies, including the results of studies by Laura (2006) which stated that the Achievement Motivation and Compensation effect on job satisfaction. Similarly, the results of research by Saleem, Azeem and Mahmood (2010), Zafar, Ishaq, and Shoukat (2014), and Nhat and Dung (2013) based on the results of research in Petrovietnam, Vietnam. Thus the research hypothesis can be stated as follows.

**H<sub>6</sub>** = Achievement Motivation effect on Job Satisfaction.

**(g) Influence Financial Compensation on Job Satisfaction:** One important dimension in the job satisfaction is the policy of financial compensation by the management. When the policy appropriate financial compensation employee expectations, the level of job satisfaction will increase.

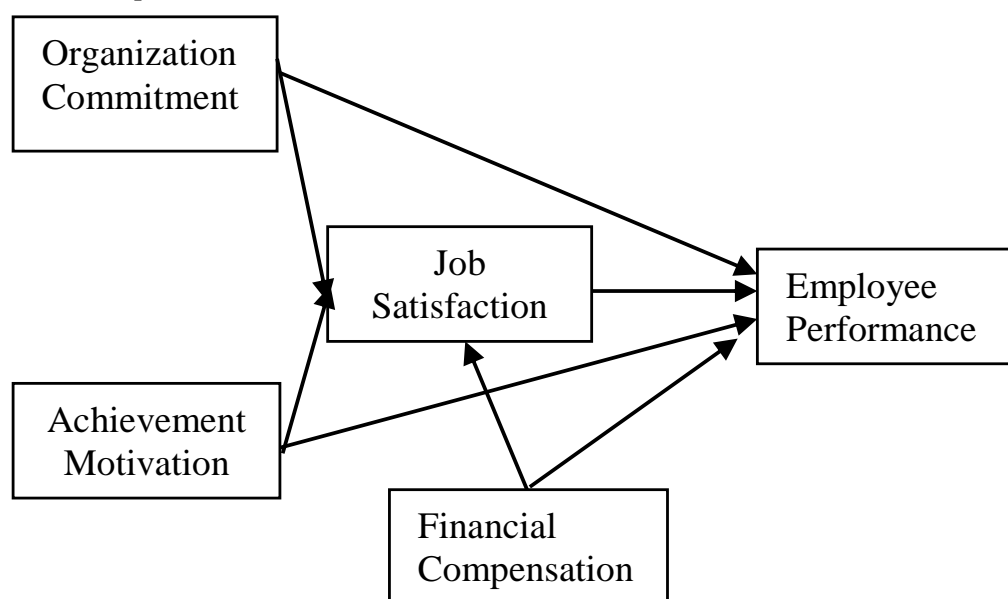
This statement is in accordance with some of the results of previous studies, including the research results by Paul (1987) that the financial compensation positive

impact on satisfaction and organizational performance. Similarly, the research results by Schiemann (2005), Joanna and Wu (2005), Prasetya and Kato (2011), Choudhury (2010) which stated that the compensation positive effect on job satisfaction. Thus the research hypothesis can be stated as follows.

**H<sub>7</sub>** = Financial Compensation effect on Job Satisfaction

Based on the results of the review of the influence among variables, it can set the conceptual model of this study, as in Figure 1.

**Figure – 1:** *Conceptual Model*

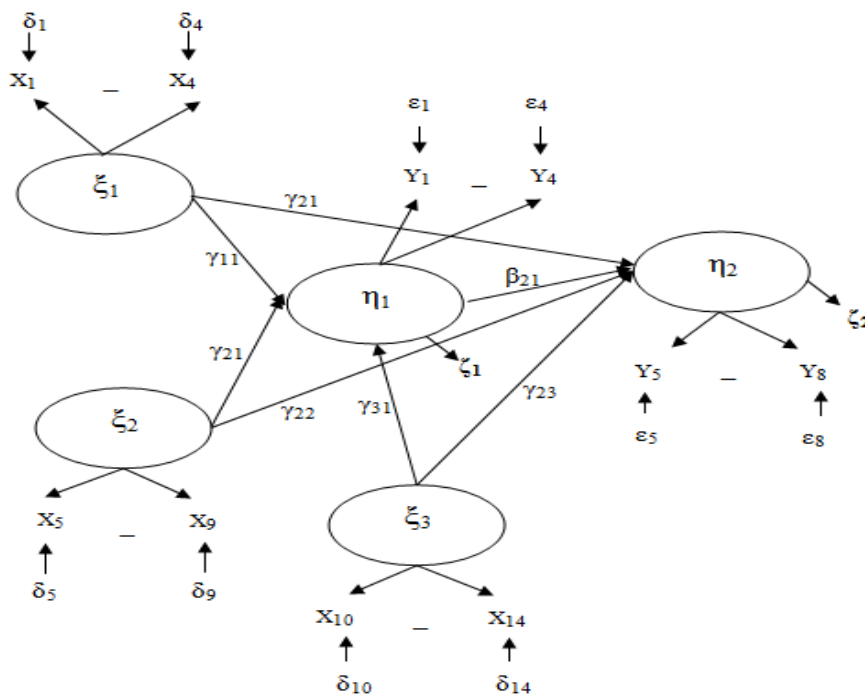


## MATERIAL AND METHODS

The research design used in this study is the explanatory design that to describe any variables through the indicators, and to explain the relationship and influence between these variables. The data collected through questionnaires by 200 kindergarten teachers spread across 65 schools in Bandung City, West Java Province, Indonesia. Samples of teachers have been taken based on stratified random sampling. Items questions on the questionnaire has been prepared based on the dimensions of each variable, namely: Organizational Commitment consists of 4 dimensions and 11 indicators; Achievement Motivation consists of 5 dimensions and 12 indicators; Financial Compensation consists of 5 dimensions and 11 indicators; Job satisfaction consists of 5 dimensions and 10 indicators; and Employee Performance consists of 5 dimensions and 10 indicators. Each item come with alternative answers using a Likert scale, where 1 = strongly disagree to 5 = strongly agree.

The questionnaire as a research instrument has been tested for validity and reliability, and has been answered by 200 respondents selected through stratified random sampling in April 2016. Descriptive analysis for all indicators and dimensions using SPSS software ver. 20, while the analysis to test the research model using SEM (Structural Equation Modeling) assisted by Lisrel software ver. 8.8. The structural models and measurement models, see Figure 2.

**Figure – 2:** *Research Model, Lisrel Version*



a. Structural Model Equation

$$\eta_1 = \gamma_{11} \xi_1 + \gamma_{21} \xi_2 + \gamma_{31} \xi_3 + \zeta_1$$

$$\eta_2 = \gamma_{21} \xi_1 + \gamma_{22} \xi_2 + \gamma_{23} \xi_3 + \beta_{21} \eta_1 + \zeta_2$$

b. Measurement Model Equation

$$X = \lambda x\xi + \delta$$

$$Y = \lambda y\eta + \epsilon$$

## RESULTS

### (a) Descriptive Analysis

Table 1 is a summary of indicators is undervalued by teachers that have to look for a solution.

**Table – 1:** *List of Indicators - Undervalued*

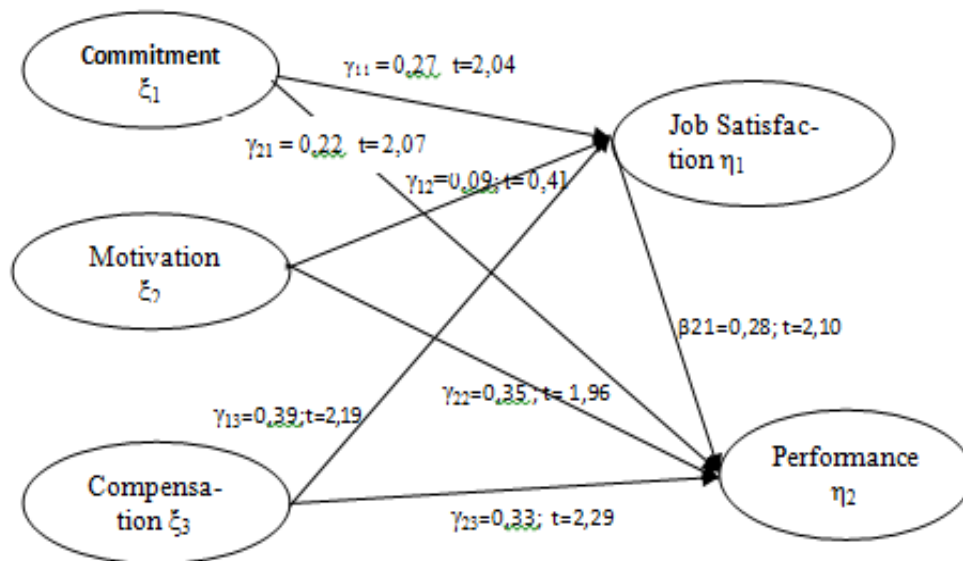
No.	Items
1	Cooperation among teachers in completing tasks is still poor
2	Teachers are not willing to do the work in addition to the main task
3	Profession as a teacher is not in accordance with the ideals
4	The teaching profession does not match the personal character
5	Do not like criticism to the management

6	Achievement motivation of teachers remains low
7	Compensation received is not appropriate compared to the workload of teachers
8	Compensation received is not appropriate compared to the work of teachers
9	The teaching profession is less respected by society

Sources: *Research Result*

### (b) Causality Analysis

Figure – 3: *Computer Output (Modified)*



Analysis of the measurement model (see Figure 3), it is known that the entire value of the loading factor is greater than the t-value of 1.96. Thus the results of the analysis are declared valid. Similarly, the reliability test, it is known that the entire value of CR (Construct Reliability) above 0.70 and the value of VE (Variance Extracted) is above 0.5. Thus, the value of reliability are met.

Analysis of the structural model (see Figure 3) that examines the effect between latent variables, it is known that the Organizational Commitment has significant impact on Performance and Job Sat, Organizational Culture has positive and significant impact on Job Satisfaction. Achievement Motivation has positive and significant impact on Performance, but has no impact on Job Satisfaction. Financial Compensation has positive and significant impact on Performance and Job Satisfaction. Job Satisfaction has positive and significant impact on Performance.

Furthermore, it can be assigned three equations based on the results of SEM analysis as follows: Based on the results of goodness of fit test, it is known that the statistical results : a) based on the criteria of absolute fit indices are the Chi-Square = 0.09; RMSEA = 0.07; GFI = 0.87. b) Based on the criteria of incremental fit indices known that AGFI = 0.83; NFI = 0.75; CFI = 0.91; IFI = 0.91; RFI = 0.72. c) Based on the criteria of parsimony fit Indices known that ECVI = 2.16; AIC = 516; CAIC = 1639; PGFI = 0,68; and RMR = 0.1. Based on all the test results are known, there are 4 test results from each criterion that supports research model is fit.

## CONCLUSIONS

After completing the analysis and discussion linked to the purpose of this research, it is known that the Organizational Commitment has been rated as good, Motivating Achievement has been relatively good, Financial Compensation has been rated poorly, job satisfaction has been considered bad, and teacher performance has been relatively good. Indicators rated poorly discussion has been done to provide a solution for improving the education system in kindergarten.

Conclusions regarding the influence between variables, it is known that the commitment Organisational effect on job satisfaction Teachers, Compensation Financial effect on Job Satisfaction Guru, Commitment Organisational effect on Teacher Performance, Compensation Financial effect on Teacher Performance and Achievement Motivation effect on Teacher Performance and Achievement Motivation no effect on Teacher Job Satisfaction.

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